

Syllabus

ENGL1010 English Composition I

Committee Members:

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Date Reviewed: _____

5/1/12

NCCA Council of Instructional Officers Chair

Dr. Dennis Headrick, Southeast Community College



Date Approved: _____

3/16/12

I. CATALOG DESCRIPTION

ENGL1010

English Composition I

Prerequisite: Assessment testing (minimum score on placement exam) or successful completion of developmental courses.

English Composition I offers instructional practice in the techniques of effective writing. The process of planning, writing, revising, and editing essays for particular audiences and purposes and research-related skills are also emphasized.

3.0 semester credit hours; 4.5 quarter credit hours; 45 Contact Hours

II. COURSE OBJECTIVES: Course will:

1. Provide practice in writing clear, coherent, effective essays for multiple purposes and audiences according to commonly accepted standards of usage and mechanics.
2. Develop ideas and clear insights to provoke creative and critical thinking.
3. Offer students opportunities to develop and refine writing skills through revision.
4. Analyze, evaluate, and discuss writing in order to identify and employ rhetorical strategies.
5. Learn and use research skills to responsibly evaluate and incorporate information.

III. STUDENT LEARNING OUTCOMES: Students will be able to:

1. Create and develop effective thesis statement.
2. Write unified and well-supported essays with coherent paragraphs.
3. Acknowledge different audiences and appropriately adapt to them.
4. Develop and incorporate appropriate rhetorical methods.
5. Evaluate student, peer, and professional writing.
6. Revise essays for content, structure, tone, voice and diction.
7. Edit (proofread) the draft carefully to eliminate errors in grammar, usage, and mechanics.
8. Evaluate and incorporate source information.
9. Use a recognized formatting and citation format.

IV. CONTENT/TOPICAL OUTLINE

1. Audience
 - a. Recognize and value the importance of audience.
 - b. Identify, address and meet readers' needs.
2. Purpose
 - a. Distinguishing among various purposes of writing (such as reflective, informative, and argumentative).
 - b. Select primary purpose.
 - c. Select secondary purpose(s) as needed.
3. Subject
 - a. Read and discuss student, peer, and professional essays
 - b. Identify topics.
 - c. Narrow topic to a breadth appropriate to assignment.
4. Invention
 - a. Employ prewriting strategies, such as brainstorming, clustering, free writing.
5. Organization
 - a. Recognize organizational patterns (such as inductive, deductive, chronological, spatial, emphatic).
 - b. Select appropriate organizational patterns for essays (description, narration, exposition, argumentation).
6. Thesis
 - a. Create and develop Thesis.
7. Essays
 - a. Create effective introductory paragraph.
 - b. Compose unified supporting paragraphs.
 - c. Select details to clearly and logically support thesis.
 - d. Provide effective conclusion.

8. Revision and Editing
 - a. Revise for audience and purpose.
 - b. Assess alternative methods of ordering information.
 - c. Evaluate effectiveness of transitions.
 - d. Add or eliminate information relevant to thesis.
 - e. Proofread and correct writing to meet common acceptable standards of grammar, usage, and mechanics.
9. Research
 - a. Learn and use primary and secondary research sources.
 - b. Evaluate sources for credibility and relevancy to topic and purpose.
 - c. Synthesize, integrate, and analyze source material.
 - d. Use a standard, recognized style for formatting and documenting sources.
 - e. Recognize and avoid plagiarism.

V. INSTRUCTIONAL MATERIALS

1. Suggested texts
 - a. The Student Writer: Editor and Critic (McGraw)
 - b. Patterns for a Purpose: A Rhetorical Reader (McGraw Hill)
 - c. 40 Model Essays (Bedford)
 - d. Assignments in Exposition (Harper)
 - e. Bloom's Essay Connection ()
 - f. The Everyday Writer (Bedford)
 - g. Norton Field Guide to Writing
 - h. Norton Sampler
 - i. Steps to Writing Well (Wadsworth Cengage)
 - j. Bedford Guide to Student Writing (Bedford)

2. Supplemental hand-outs, slides, videos, etc.
3. Outside reading/research required and determined by instructor.
4. Handbook of instructor's choice.

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation and delivery format are determined by the instructor. They traditionally include some combination of the following:
 1. Lecture
 2. Class discussion
 3. Presentations and discussions

VII. METHODS OF EVALUATION

- A. Methods of evaluation typically include a combination of the following:
 1. Unit tests
 2. Comprehensive final exam
 3. Quizzes, assignments, and projects
- B. Students will receive a course outline/syllabus indicating the instructor's specific attendance policy, course requirements, and grading criteria.

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.